

**Curriculum Mapping Tool**  
**Alignment with National Sexuality Education Standards**  
**Grades 9-12**  
**Strands 1-7**

**Note:** The complete National Sex Ed Standards is available online at [www.futureofsexeducation.org](http://www.futureofsexeducation.org)

Curriculum Title: **High School FLASH (Family Life And Sexual Health)**

Author & Publisher: **Public Health – Seattle & King County**

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*(revised online on an on-going basis)*

**By end of 12<sup>th</sup> Grade**

**STRAND 1: ANATOMY & PHYSIOLOGY**

<b>National Standards Core Concepts</b>	<i>Rubric score for how completely standard is addressed</i>  <i>Key: 0= not at all; 1=partially; 2=fully</i>	<i>Included at another grade level and/or in a different content area? If so, where?</i>	<i>Lesson title and page number that applies</i>
<b>AP.12.CC.1</b> Describe the human sexual response cycle, including the role hormones play	2		Lesson 16, Sex: Myths, Facts, Feelings & Values, p 4-17

## STRAND 2: PUBERTY & ADOLESCENT DEVELOPMENT

<b>National Standards Core Concepts</b>	<i>Rubric score for how completely standard is addressed</i>  <i>Key: 0= not at all; 1=partially; 2=fully</i>	<i>Included at another grade level and/or in a different content area? If so, where?</i>	<i>Lesson title and page number that applies</i>
<b>PD.12.CC.1</b> Analyze how brain development has an impact on cognitive, social and emotional changes of adolescence and early adulthood	0 <sup>1</sup>		
<b>PD.12.INF.1</b> Analyze how friends, family, media, society and culture can influence self-concept and body image	1.5 (FLASH addresses influences on self-concept, more so than body image)		Lesson 4, Gender Stereotypes, p 1-15 Lesson 7, Lesbian, Gay, Bisexual, and Transgender Youth, p 6, 9, 11-18 Lesson 16, Sex: Myths, Facts, Feelings & Values, p 6, 9, 15-18
<b>PD.12.DM.1</b> Apply a decision- making model to various situations relating to sexual health	2		Lesson 4, Gender Stereotypes, p 5-7, 10-12 Lesson 5, Healthy Relationships, p 3-5 Lesson 6, Sexual Violence Prevention, p 10-11, 13-16 Lesson 8, Deciding When to Become a Parent, p 6-14 Lesson 9, Abstinence, p 5-10, 12-14, 30-31 Lesson 11, STD Prevention, 5-6, 9-10, 12, 15-18 Lesson 12b, HIV: Focus on Disparities, p 6, 10-13 Lesson 12c, HIV: Focus on Testing, p 4, 7-8, 10 Lesson 18, STDs: Risk & Vulnerability, p 6-11, 13-35 Lesson 19, Sexual Violence: Digital Communication & Safety, p 4-5, 9-10

<sup>1</sup> FLASH omits some content such as this in an effort to prioritize the lessons that will most closely align with the goals of reducing teen pregnancy, STDs, and sexual violence. Understanding that few schools can devote more than 4 weeks to sexual health, the authors reduced the scope of the 2<sup>nd</sup> edition with those 3 goals in mind.

### STRAND 3: IDENTITY

<b>National Standards Core Concepts</b>	<i>Rubric score for how completely standard is addressed</i>  <i>Key: 0= not at all; 1=partially; 2=fully</i>	<i>Included at another grade level and/or in a different content area? If so, where?</i>	<i>Lesson title and page number that applies</i>
<b>ID.12.CC.1</b> Differentiate between biological sex, sexual orientation, and gender identity and expression	1.5 (Students learn to distinguish among sexual orientation and gender identity & expression but not in contrast to biological sex)		<i>Lesson 7, Lesbian, Gay, Bisexual, and Transgender Youth, p 5-6</i>
<b>ID.12.CC.2</b> Distinguish between sexual orientation, sexual behavior and sexual identity	1.5 (Students learn to distinguish among sexual orientation and gender identity but not in contrast to sexual behavior)		<i>Lesson 7, Lesbian, Gay, Bisexual, and Transgender Youth, p 5-6</i>
<b>ID.12.INF.1</b> Analyze the influence of friends, family, media, society and culture on the expression of gender, sexual orientation and identity	2		<i>Lesson 4, Gender Stereotypes Lesson 7, Lesbian, Gay, Bisexual, and Transgender Youth, p 9-18 Lesson 12b, HIV: Focus on Disparities, p 8, 11</i>
<b>ID.12.SM.1</b> Explain how to promote safety, respect, awareness and acceptance	2		<i>Lesson 1, Making a Sex Ed Learning Community, p 4-5 Lesson 4, Gender Stereotypes, p 3-6, 9-12 Lesson 5, Healthy Relationships, p 5-6 Lesson 7, Lesbian, Gay, Bisexual, and Transgender Youth, p 5-19 Lesson 12c, HIV: Focus on Testing, p 5</i>
<b>ID.12. ADV.1</b> Advocate for school policies and programs that promote dignity and respect for all	1		<i>Lesson 7, Lesbian, Gay, Bisexual, and Transgender Youth, p 9-10, 16</i>

## STRAND 4: PREGNANCY AND REPRODUCTION

<b>National Standards Core Concepts</b>	<i>Rubric score for how completely standard is addressed</i> <i>Key: 0= not at all; 1=partially; 2=fully</i>	<i>Included at another grade level and/or in a different content area? If so, where?</i>	<i>Lesson title and page number that applies</i>
<b>PR .12.CC.1</b> Compare and contrast the advantages and disadvantages of abstinence and other contraceptive methods, including condoms	1.5 <sup>2</sup>		<i>Lesson 10, Preventing Pregnancy: Birth Control Methods, p 5-19</i>
<b>PR .12.CC.2</b> Define emergency contraception and describe its mechanism of action	2		<i>Lesson 10, Preventing Pregnancy: Birth Control Methods, p 15, 19</i>
<b>PR .12.CC.3</b> Identify the laws related to reproductive and sexual health care services (i.e., contraception, pregnancy options, safe surrender policies, prenatal care)	2		<i>Lesson 3, Pregnancy, p 8-10</i> <i>Lesson 10, Preventing Pregnancy: Birth Control Methods, p 7</i> <i>Lesson 14, Student Oral Reports<sup>3</sup></i> <i>Lesson 17, Uncovering the Facts about Adoption, Abortion and Teen Parenthood, p 2, 6-8, 10, 14, 16, 19, 20, 23</i> <i>[See also Appendix 2, Laws Relevant to a Sexual Health Unit]</i>

<sup>2</sup> *FLASH* focuses on advantages of contraceptive methods, rather than disadvantages, with the intention of influencing students' attitudes and their perceptions of peer norms about condoms and other birth control in a positive direction. These determinants (positive attitudes & perceptions of positive peer norms re: condoms and other contraceptives) are among those identified by [Kirby and Lepore](#) as protective factors in preventing teen pregnancy and the spread of STDs. *FLASH* authors believe that the role of the health care provider is to discuss medical risks and side effects. The role of the educator is to foster attitudes that will lead students to seek health care and, especially, to seek condoms and prescription contraception.

<sup>3</sup> Lesson 1 introduces an assignment to visit community agencies and resources and then, in Lesson 14, to report back to the class about the experience and the hours, services, locations, costs, and teen-friendliness of those agencies.

<b>PR .12.CC.4</b> Describe the signs of pregnancy	2		<i>Lesson 3, Pregnancy, p 5-6, 9-10</i>
<b>PR .12.CC.5</b> Describe prenatal practices that can contribute to or threaten a healthy pregnancy	1 <sup>4</sup>	<i>7/8 FLASH, lessons 8-9, Pregnancy</i>	<i>Lesson 14, Student Oral Reports Lesson 17, Uncovering the Facts about Adoption, Abortion and Teen Parenthood, p 8, 24, 25</i>
<b>PR .12.CC.6</b> Compare and contrast the laws relating to pregnancy, adoption, abortion and parenting	2		<i>Lesson 17, Uncovering the Facts about Adoption, Abortion and Teen Parenthood, p 2, 6-8, 10, 14, 16, 19, 20, 23 [See also Appendix 2, Laws Relevant to a Sexual Health Unit]</i>
<b>PR .12.INF.1</b> Analyze influences that may have an impact on deciding whether or when to engage in sexual behaviors	2		<i>Lesson 9, Abstinence, p 6-9, 14</i>
<b>PR .12.INF.2</b> Analyze internal and external influences on decisions about pregnancy options	1 <sup>5</sup>		<i>Lesson 17, Uncovering the Facts about Adoption, Abortion and Teen Parenthood, p 29-30</i>
<b>PR .12.INF.3</b> Analyze factors that influence decisions about whether and when to become a parent	2		<i>Lesson 8, Deciding When to Become a Parent, p 6-8</i>

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<sup>4</sup> *FLASH* focuses more on where and how teens can access pregnancy tests and prenatal care, on the assumption a health care provider will offer specific behavioral advice

<sup>5</sup> *FLASH* focuses more on respectfully sharing the facts about all options than on helping students analyze what might influence an individual's choices.

<b>PR .12. AI.1</b> Access medically-accurate information about contraceptive methods, including abstinence and condoms	2		<i>Lesson 10, Preventing Pregnancy: Birth Control Methods, p 8</i> <i>Lesson 14, Student Oral Reports</i> <i>Lesson 15, Student Questions –Wrapping Up the Unit, p 4</i> <i>[See also the students’ page of the “Resources for all groups” section on the FLASH web site]</i>
<b>PR .12. AI.2</b> Access medically-accurate information and resources about emergency contraception	2		<i>Lesson 10, Preventing Pregnancy: Birth Control Methods, p 8</i> <i>Lesson 14, Student Oral Reports</i> <i>Lesson 15, Student Questions –Wrapping Up the Unit, p 4</i> <i>[See also the students’ page of the “Resources for all groups” section on the FLASH web site]</i>
<b>PR .12. AI.3</b> Access medically-accurate information about pregnancy and pregnancy options	2		<i>Lesson 3, Pregnancy, p 16</i> <i>Lesson 14, Student Oral Reports</i> <i>Lesson 15, Student Questions –Wrapping Up the Unit, p 4</i> <i>Lesson 17, Pregnancy Options, p7</i>
<b>PR .12. AI.4</b> Access medically-accurate information about prenatal care services	2		<i>Lesson 3, Pregnancy, p 16</i> <i>Lesson 14, Student Oral Reports</i> <i>Lesson 15, Student Questions –Wrapping Up the Unit, p 4</i>
<b>PR .12.IC.1</b> Demonstrate ways to communicate decisions about whether or when to engage in sexual behaviors	2		<i>Lesson 9, Abstinence, p 8-11, 15-31</i>
<b>PR .12.DM.1</b> Apply a decision-making model to choices about contraception, including abstinence and condoms	1.5		<i>Lesson 9, Abstinence, p 8-9, 12-14</i> <i>Lesson 10, Preventing Pregnancy: Birth Control Methods, p 7-8</i>

<b>PR .12.DM.2</b> Assess the skills and resources needed to become a parent	2		<i>Lesson 8, Deciding When to Become a Parent, p 6-8, 10-12, 14</i> <i>Lesson 17, Uncovering the Facts about Adoption, Abortion and Teen Parenthood, p 8-9, 26, 28, 30</i>
<b>PR .12.SM.1</b> Describe the steps to using a condom correctly	2		<i>Lesson 12a, HIV: Focus on Barriers, p 7-9, 18-26</i>

## STRAND 5: SEXUALLY TRANSMITTED DISEASES & HIV

<b>National Standards Core Concepts</b>	<i>Rubric score for how completely standard is addressed</i>  <i>Key: 0= not at all; 1=partially; 2=fully</i>	<i>Included at another grade level and/or in a different content area? If so, where?</i>	<i>Lesson title and page number that applies</i>
<b>SH.12.CC.1</b> Describe common symptoms of and treatments for STDs, including HIV	1.5 <sup>6</sup>		<i>Lesson 11, Sexually Transmitted Disease (STD) Prevention, p 5-6, 9, 12</i> <i>Lesson 12a, HIV: Focus on Barriers, p 5</i> <i>Lesson 12b, HIV: Focus on Disparities, p 4-5, 7</i> <i>Lesson 18, STDs: Risk &amp; Vulnerability, p 7</i>
<b>SH.12.CC.2</b> Evaluate the effectiveness of abstinence, condoms, and other safer sex methods in preventing the spread of STDs, including HIV	2		<i>Lesson 9, Abstinence, p 5, 7, 10, 25</i> <i>Lesson 10, Preventing Pregnancy: Birth Control Methods, p 7, 9-19</i> <i>Lesson 11, Sexually Transmitted Disease (STD) Prevention, p 7-10</i> <i>Lesson 12a, HIV: Focus on Barriers, all, esp. p 14</i> <i>Lesson 12b, HIV: Focus on Disparities, p 6, 10</i> <i>Lesson 12c, HIV: Focus on Testing, p 8, 10</i> <i>Lesson 18, STDs: Risk &amp; Vulnerability, all, esp. p 10-11</i>

<sup>6</sup> FLASH addresses symptoms and encourages testing and treatment, but leaves a detailed discussion *about* the treatments to health care providers.

<b>SH.12.CC.3</b> Describe the laws related to sexual health care services, including STD and HIV testing and treatment	2		<i>Lesson 3, Pregnancy, p 9-10</i> <i>Lesson 11, Sexually Transmitted Disease (STD) Prevention, p 2, 10, 13, 14</i> <i>Lesson 12c, HIV: Focus on Testing, p 8, 12</i> <i>Lesson 12d, HIV: Review &amp; Focus on Communication, p 3, 7, 12, 13</i> <i>Lesson 14, Student Oral Reports</i> <i>[See also Appendix 2, Laws Relevant to a Sexual Health Unit]</i>
<b>SH.12.INF.1</b> Analyze factors that may influence condom use and other safer sex decisions	1.5		<i>Lesson 11, Sexually Transmitted Disease (STD) Prevention, p 5</i> <i>Lesson 12a, HIV: Focus on Barriers, p 5,6</i> <i>Lesson 13, Talking with Partners about Prevention, p 4-6</i> <i>Lesson 16, Sex Myths, Facts, Feelings &amp; Values, p 15</i> <i>Lesson 18 STDs: Risk &amp; Vulnerability, p 8-11</i>
<b>SH.12.AI.1</b> Explain how to access local STD and HIV testing and treatment services	2		<i>Lesson 11, Sexually Transmitted Disease (STD) Prevention, p 2, 10, 13-14</i> <i>Lesson 12c, HIV: Focus on Testing, p 8, 10, 11</i> <i>Lesson 12d, HIV: Review &amp; Focus on Communication, p 3, 7, 12</i> <i>Lesson 14, Student Oral Reports</i>
<b>SH.12.AI.2</b> Access medically-accurate prevention information about STDs, including HIV	2		<i>Lesson 11, STD Prevention, p 14</i> <i>Lesson 12a, HIV: Focus on Barriers, p 7</i> <i>Lesson 14, Student Oral Reports</i> <i>Lesson 15, Student Questions –Wrapping Up the Unit, p 4</i>
<b>SH.12.IC.1</b> Demonstrate skills to communicate with a partner about STD and HIV prevention and testing	2		<i>Lesson 9, Abstinence</i> <i>Lesson 13, Talking with Partners about Prevention</i>



<b>SH.12.DM.1</b> Apply a decision-making model to choices about safer sex practices, including abstinence and condoms	2		<i>Lesson 9, Abstinence</i> <i>Lesson 11, Sexually Transmitted Disease (STD) Prevention</i> <i>Lesson 12b, HIV: Focus on Disparities , p 6, 10-13</i> <i>Lesson 12c, HIV: Focus on Testing, p 4, 7-8, 10</i> <i>Lesson 18, STDs: Risk &amp; Vulnerability, p 6-11, 13-35</i>
<b>SH.12.GS.1</b> Develop a plan to eliminate or reduce risk for STDs, including HIV	2		<i>Lesson 9, Abstinence</i> <i>Lesson 11, Sexually Transmitted Disease (STD) Prevention</i> <i>Lesson 12c, HIV: Focus on Testing</i> <i>Lesson 12d, HIV: Review &amp; Focus on Communication</i>
<b>SH.12.SM.1</b> Analyze individual responsibility about testing for and informing partners about STDs and HIV status	2		<i>Lesson 11, Sexually Transmitted Disease (STD) Prevention, p 9</i> <i>Lesson 12c, HIV: Focus on Testing, p 6-7</i> <i>Lesson 12d, HIV: Review &amp; Focus on Communication, p 11</i> <i>Lesson 13, Talking with Partners about Prevention, p 5-6</i>
<b>SH.12.SM.2</b> Describe the steps to using a condom correctly	2		<i>Lesson 12a, HIV: Focus on Barriers, p 7-9, 18-26</i>
<b>SH.12. ADV.1</b> Advocate for sexually active youth to get STD/HIV testing and treatment	2		<i>Lesson 1, Making a Sex Ed Learning Community, p 12, 15, 16</i> <i>Lesson 11, p 6 (the video), 9, 10.12-14</i> <i>Lesson 12c, HIV: Focus on Testing</i> <i>Lesson 12d, HIV: Review &amp; Focus on Communication</i> <i>Lesson 14, Student Oral Reports</i>

## STRAND 6: HEALTHY RELATIONSHIPS

<b>National Standards Core Concepts</b>	<i>Rubric score for how completely standard is addressed</i>  <i>Key: 0= not at all; 1=partially; 2=fully</i>	<i>Included at another grade level and/or in a different content area? If so, where?</i>	<i>Lesson title and page number that applies</i>
<b>HR.12.CC.1</b> Describe Characteristics of healthy and unhealthy romantic and/or sexual relationships	2		<i>Lesson 5, Healthy Relationships Lesson 13, Talking with Partners about Prevention</i>
<b>HR.12.CC.2</b> Describe a range of ways to express affection within healthy relationships	1	<i>7/8 FLASH, Lesson 12, Touch &amp; Abstinence</i>	<i>Lesson 9, Abstinence, p 14</i>
<b>HR.12.CC.3</b> Define sexual consent and explain its implications for sexual decision making	2		<i>Lesson 6, Sexual Violence Prevention</i>
<b>HR.12.CC.4</b> Evaluate the potentially positive and negative roles of technology and social media in relationships	2		<i>Lesson 19, Sexual Violence: Digital Communication &amp; Safety</i>
<b>HR.12.INF.1</b> Explain how media can influence one's beliefs about what constitutes a healthy sexual relationship	2		<i>Lesson 4, Gender Stereotypes, p 5 Lesson 5, Healthy Relationships, p 8 Lesson 7, Lesbian, Gay, Bisexual and Transgender Youth, p 10 Lesson 16, Sex: Myths, Facts, Feelings &amp; Values, p 15</i>
<b>HR.12.INF.2</b> Analyze factors, including alcohol and other substances, that can affect the ability to give or perceive the provision of consent to sexual activity	2		<i>Lesson 6, Sexual Violence Prevention</i>

<b>HR.12.AI.1</b> Demonstrate how to access valid information and resources to help deal with relationships	2		<i>Lesson 5, Healthy Relationships, p 12 Lesson 6, Sexual Violence Prevention, p 12, 15 Lesson 14, Student Oral Reports Lesson 15, Student Questions All Family Homework Activities</i>
<b>HR.12.IC.1</b> Demonstrate effective strategies to avoid or end an unhealthy relationship	2		<i>Lesson 5, Healthy Relationships Lesson 6, Sexual Violence Prevention</i>
<b>HR.12.IC.2</b> Demonstrate effective ways to communicate personal boundaries as they relate to intimacy and sexual behavior	2		<i>Lesson 9, Abstinence Lesson 5, Healthy Relationships, p 5-7, 13</i>
<b>HR.12.SM.1</b> Demonstrate respect for the boundaries of others as they relate to intimacy and sexual behavior	2		<i>Lesson 5, Healthy Relationships Lesson 6, Sexual Violence Prevention</i>
<b>HR.12.SM.2</b> Describe strategies to use social media safely, legally and respectfully	2		<i>Lesson 19, Sexual Violence: Digital Communication &amp; Safety</i>

## STRAND 7: PERSONAL SAFETY

<b>National Standards Core Concepts</b>	<i>Rubric score for how completely standard is addressed</i>  <i>Key: 0= not at all; 1=partially; 2=fully</i>	<i>Included at another grade level and/or in a different content area? If so, where?</i>	<i>Lesson title and page number that applies</i>
<b>PS.12.CC.1</b> Compare and contrast situations and behaviors that may constitute bullying, sexual harassment, sexual abuse, sexual assault, incest, rape and dating violence	1 <sup>7</sup>	4/5/6 FLASH, Lesson 7, 8 7/8 FLASH, Lessons 12, 18, 20	Lesson 5, Healthy Relationships Lesson 6, Sexual Violence Prevention Lesson 19, Sexual Violence: Digital Communication & Safety
<b>PS.12.AI.1</b> Access valid resources for help if they or someone they know are being bullied or harassed, or have been sexually abused or assaulted	2		Lesson 6, Sexual Violence Prevention, p 6, 12, 15, 16 Lesson 7, Lesbian, Gay, Bisexual and Transgender Youth, p 11 Lesson 14, Student Oral Reports Lesson 15, Student Questions Lesson 19, Sexual Violence: Digital Communication & Safety, p 10-11
<b>PS.12.IC.1</b> Demonstrate effective ways to communicate with trusted adults about bullying, harassment, abuse or assault	2		All Family Homework Assignments, especially those in Lessons 5, 6, 19
<b>PS.12.ADV.1</b> Advocate for safe environments that encourage dignified and respectful treatment of everyone	1.5		Lesson 1, Making a Sex Ed Learning Community Lesson 6, Sexual Violence Prevention Lesson 7, Lesbian, Gay, Bisexual, and Transgender Youth, p 9-10, 16

<sup>7</sup> FLASH doesn't explicitly teach students to distinguish *among* these forms of exploitation/violence. It does teach *about* them.

<b>PS.12.CC.2</b> Analyze the laws related to bullying, sexual harassment, sexual abuse, sexual assault, incest, rape and dating violence	2		<i>Lesson 6, Sexual Violence Prevention Lesson 19, Sexual Violence: Digital Communication &amp; Safety, p 5</i>
<b>PS.12.INF.1</b> Describe potential impacts of power differences (e.g., age, status or position) within sexual relationships	2		<i>Lesson 6, Sexual Violence Prevention, p 8, 9, 16</i>
<b>PS.12.AI.2</b> Demonstrate ways to access accurate information and resources for survivors of sexual abuse, incest, rape, sexual harassment, sexual assault and dating violence	2		<i>Lesson 6, Sexual Violence Prevention, p 6, 12, 15, 16 Lesson 7, Lesbian, Gay, Bisexual and Transgender Youth, p 11 Lesson 14, Student Oral Reports Lesson 15, Student Questions Lesson 19, Sexual Violence: Digital Communication &amp; Safety, p 10-11</i>
<b>PS.12.IC.2</b> Identify ways in which they could respond when someone else is being bullied or harassed	1.5		<i>Lesson 6, Sexual Violence Prevention, p 10, 11, 13, 15 Lesson 7, Lesbian, Gay, Bisexual and Transgender Youth, p 17, 18</i>
<b>PS.12.CC.3</b> Explain why using tricks, threats or coercion in relationships is wrong	2		<i>Lesson 6, Sexual Violence Prevention</i>
<b>PS.12.INF.2</b> Analyze the external influences and societal messages that impact attitudes about bullying, sexual harassment, sexual abuse, sexual assault, incest, rape and dating violence	2		<i>Lesson 4, Gender Stereotypes Lesson 5, Healthy Relationships Lesson 6, Sexual Violence Prevention Lesson 7, Lesbian, Gay, Bisexual and Transgender Youth</i>
<b>PS.12.CC.4</b> Explain why a person who has been raped or sexually assaulted is not at fault	1 <sup>8</sup>	<i>4/5/6 FLASH, Lessons 7, 8 7/8 FLASH, Lesson 20</i>	<i>Lesson 6, Sexual Violence Prevention</i>

<sup>8</sup> *High School FLASH* intentionally focuses on messages to potential offenders, rather than potential victims (as some curricula do). Thus Lesson 6 does not explicitly address not blaming victims, but the message is implicit in the lesson's focus on a person's responsibility never to engage in sexual touch without the other person's explicit consent.